

Students as co-creators of research

Reflections on a recent experience

Case

I recently supervised a medical student's master theses. The aim of her study was to examine the generalizability and feasibility of qualitative flaw detection of her own multiple choice exams. Subsequently we wrote a co-created research paper and submitted it for international publication with positive reception, but....

- What were the benefits?
- What characterized the context?
- Can we celebrate them all?

Dissemination of research results^{1,2}

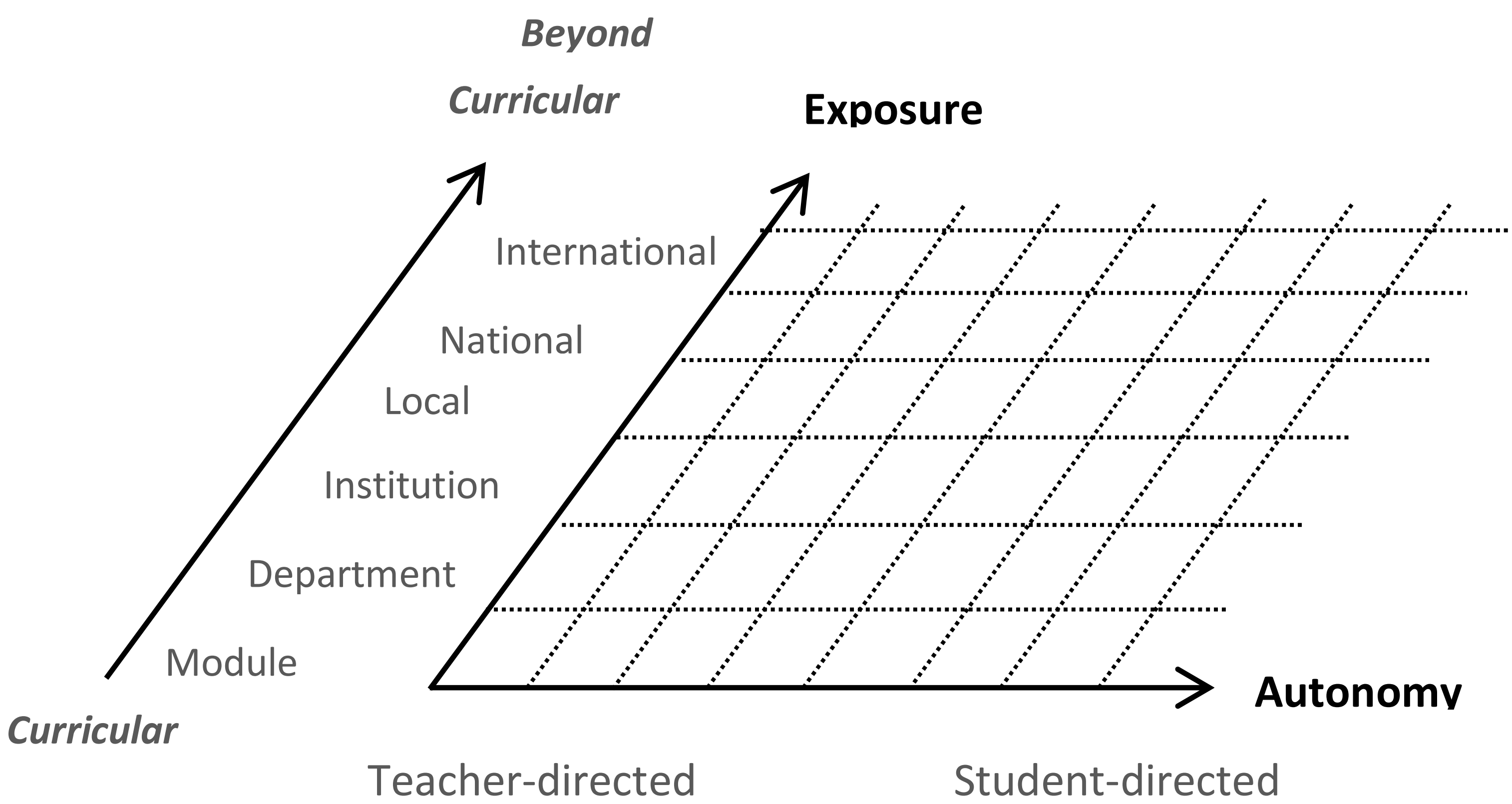
- an essential & integral part of the research process
- authentic exposure and recognition
- development of graduate attributes
- motivation (students & supervisors)
- student attainment



Table 1. Dimensions for framing undergraduate research contexts² applied to the case.

Focus:	Student, process centred	-----x---	Outcome, product centred
Motivation:	Student initiated	-----x-	Faculty initiated
Inclusivity:	All students	-----x-	Selective students
Setting:	Curriculum based	-----x-----	Co-curricular fellowships
Collaboration:	Team or group	---x-----	Individual
Originality:	Original to the student	-----x	New knowledge
Content:	Multi-or interdisciplinary	-----x-	Discipline based
Audience:	Campus/community audience	-----x	Professional audience

Figure 1. Autonomy and exposure¹



References

1. Spronken-Smith RA, Brodeur J, Kajaks T, Luck M, Myatt P, Verburgh A, Walkington H, Wuetherick B. Completing the research cycle: A framework for promoting dissemination of undergraduate research and inquiry. Teaching & Learning Inquiry: The ISSOTL Journal 2013;1(2):105-118.

2. Walkington, H. Students as researchers: Supporting undergraduate research in the disciplines in higher education. York: The higher Education Academy 2015.

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